# CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter present and discusses the review of related literature which consists of linguistic with the function and the types of linguistic, systemic functional linguistic (SFL), complexity with the types of it, social media, twitter, Gede Prama, Wise-word, and the previous study.

## A. Semantics

F. R. Palmer defines semantics as the technical term used to refer to the study of meaning, and, since meaning is part of language, semantics is part of linguistic. Unfortunately, 'meaning' covers a variety of aspects of language, and there is no general agreement about the nature of meaning, what aspects of it may properly be included in semantics, or the way in which it should be described[1]

Semantics as the study of meaning is central to the study of communication; and as communication becomes more and more crucial factor in social organization, the need to understand it becomes more and more pressing. Semantics is also at the center of the study of human mind – thought processes, cognition, conceptualization – all these are intricately bound up with the way in which we classify and convey our experience of the world through language.

Due to that case, in these two ways, a focal point in man's study of man, semantics has been the meeting place of various cross-currents of thinking, and

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[1] F. R. Palmer, *Semantics,* Sydney. Cambridge University Press. 1981. P.1

various disciplines of study. Philosophy, psychology and linguistics all claim a deep interest in the subject. But their interest tend to differ because of their different starting points: psychology the understanding of the mind; linguistics the understanding of language and languages; philosophy the understanding of how we know what we know, of the rules of right thinking, and the evaluation of truth and falsehood. Semantics has often seemed baffling because there are many different approaches to it, and the ways in which they are related to one another are rarely clear, even to writers on the subject. It has also seemed baffling because it is cognition turning in upon itself: an activity which may seem to have much in common with a chasing its own tail.

Whereas semantics does not only talk about understanding the meaning of one language or understanding the communication between two people or more in one language, but it also talks about how to understand the communication in two or more language. It can be happened when we talk to the native from another country. Therefore the existence of semantics has a criticism in its use as the attendance of Systemic Functional Linguistics.

## B. Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics falls within the definition of a general linguistics theory. It is "general" in the sense that it is a general theory for particular description. But since "particular" suggests just individual languages, we should extend this to read "particular, comparative and

typological" description: that is, those which compare two or more language, and those which explore similarities and differences among language types[2].

Christian M.I.M Matthiessen also defines that SFL has always been an open dynamic system serving as a resource for both reflection and action. It is a system for reflecting on language and also on semiotic system – for analyzing text, for describing and comparing particular semiotic system, and for theorizing language as a kind of semiotic system and by a further step for theorizing language as a system of particular kind; and it is also a resource for engaging with language in action – for interviewing in social and semiotic processes, for developing plans of activity such as educational curricula and syllabi and communication networks in workplaces, for implementing models in working computational system.

SFL criticizes many things about semantics. One of them is complexity in language. Complexity in language is one of the important things in semantics because it will influence the way the reader or listener understand from the writer or speaker.

## C. Complexity in Language

Complexity as what define on oxford online dictionary is the state or quality of being intricate or complicated[3]. While Macmillan online dictionary defines complexity as feature of something that make it confusing or difficult to deal with[4]. Besides, Merriam Webster online dictionary has two definition

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[2]Halliday. *Continuum Companion to Systemic Functional Linguistic*. British : p.12
[3]http://www.oxforddictionaries.com/definition/english/complexity
[4]http://www.macmillandictionary.com/dictionary/british/complexity

of complexity, they are the quality or state of not being simple or the quality or state of being complex and a part of something that is complicated or hard to understand[5].

From some definition about complexity above, we can conclude that the complexity in language means a part of language that is complicated or a part of language that hard to understand.

## 1. Grammar and Lexis

SFL operates with the general concept of "lexicogrammar" rather than with atriad of syntax, morphology and lexicon. There are two main reasons for this.One is that the distinction between syntax and morphology has always beenill-defined -- and however it is defined it will apply only to certain languages; so we use the more traditional term "grammar". The other is that the boundary between grammar (or syntax) and lexicon is extremely fuzzy; the two are joined in a continuum, and they are of the same order of abstraction, so that while we do need to recognize the distinct categories of grammar and lexis we also need to model them as a unity on a single stratum. The idea of words as bricks held together by grammar as mortar is not helpful. Rather, we think of a unified region where meaning is fashioned and organized (Hjelmslev's "form of the content"), but where the kind of organization changes, gradually but significantly, as you go from one end to the other.

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[5]http://www.merriam-webster.com/dictionary/complexity

The lexicogrammar is thus a theoryof the human condition - a construal of experience and an enactment of the social process. In the second of these (meta)functions most of the meanings (apart from individual personal names) are those of the interactive engagement of speaker and listener, not arranged into clearly defined pieces -- they are the semantic prosodies characteristic of the interpersonal metafunction. But the construing of experience calls for the semioticizing of the material environment; and this demands on the one hand commonnames for the events and the particular things that participate in them, and on the other hand a range of very general properties of these phenomena and of the relations that appear among them. These get semioticized in two different ways, that we call "lexical" and "grammatical".[6]

## 2. Complexity in lexicogrammar (1) : Lexical density

Lexical density is, essentially, the quantity of lexicalized information packed into a given unit in the grammar. The optimum unit for measuring lexical density in the ranking clause: that us, all clauses other than those that are rankshifted (or embed) – such clauses form part of  (some constituent of) another clause and so are already included in the count for their host (or 'matrix) clause. The variable to be counted is the lexical items (or "lexeme"). The lexical density of a text can be measured as the mean number of lexical items per ranking clause.

The main interest in the assessing lexical density lies in the comparison of different registers within a language. High lexicaldensity

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[6]Halliday. *Continuum Companion to Systemic Functional Linguistic*. British : p.73

is a feature of written language, and in particular of its more technical and bureaucratic varieties. Comparing elaborated written with informal spoken English Halliday found a mean lexical density of 5 to 6 with the former and rather under 2 with the latter. The written varieties had a much greater tendency towards the lexicalization of complex meaning – and, as a corollary, a notably simpler clausal grammar. For a more sophisticated measure of lexical density it would be desirable to take account of the frequency ranking of the lexical items of language. Clearly in some sense, at least, using items of very low frequency increase the complexity of the text. But this factor has not yet been incorporated into lexical density studies.[7]

3. **Complexity in lexicogrammar (2) : Grammatical intricacy**

Grammatical intricacy is the measure of tactic complexity in the clause complex. (in principle it can be applied to complexes of any rank, but the clause complex is the most significant for the text as a whole). In its simplest manifestation the mean just counting the number of ranking clause that are conjoined, either paratactically and hypotactically, into each single clause complex.

The main problem that arises in studying grammatical intricacy is that of deciding when a clause complex is finished. Again, in a written text one can go by the orthography: a clause complex is equated with a written sentence (which is the written surrogate of the clause complex to start with). But in the spoken language two problems arise. On the

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[7]Ibid;p.75

one hand, many speakers insert a conjunction (usually *and*) merely as a way of holding the floor, without maintaining any logical-semantic relation; and on the other hand, the logical-semantic relation may be maintained with no overt segmental marker (especially in a paratactic nexus of elaboration, usually realized as tone concord, which does not appear in orthographic transcription - - though this can be overcome by using the SFL transcription as in Halliday& Greaves, 2008).

For a more sophisticated measure of grammatical intricacy it might be desirable to take account of the difference between the two forms of **taxis** (or "interdependency"), since it is usually assumed that hypotaxis adds more to structural complexity than does parataxis. In any case high grammatical intricacy will appear as a characteristic of spoken language, especially speech that is informal and spontaneous. The more intricate the structure of a clause complex, the more likely it is that this occurred in natural speech.[8]

## 4. Nominal and clausal style

Lexicalizes information has to go somewhere in the grammar – it is not left in the air. Typically in English and other standard written language it goes into the nominal group, which often becomes quite intricate in its own turn; thus discourse with high lexical density is sometimes called "nominal (or "nominalized") style". Discourse with high grammatical intricacy has been referred to as "verbal style"; but

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[8]Ibid.

this is a misnomer: the opposition is not between nominal and verbal, but between nominal and clausal.

It seems the difference between the two styles is not that the clausal style has fewer lexical items, but that those there are are distributed among more clauses. This is true -- but it is not the whole story. Many elements that turn up lexicalized in the "nominal" style do appear also in the clausal, often in a different word class; but if one "translates" from the nominal to the clausal, some disappear altogether. For example,

| Nominal (High Lexical Density) | Clausal (Low Lexical Density) |
| --- | --- |
| **Fire intensity** has a **profound effect** on **smoke injection** | The more **intense** the **fire** the more **smoke** it **injects** |
| (one clause, six lexemes) | (two clauses, four lexemes) |

-- where *has a profound effect on* is grammaticalized as *the more . . . the more*.

The difference between the two forms of complexity relates first and foremost to the different properties of speech and writing. Speech flows along in a temporal sequence; spoken discourse is like a moving current -- or, to vary the metaphor, its mode of complexity is choreographic, like the movement of a dance. Writing exists in linearized space; written discourse is like a river of ice, frozen in time -- its mode of complexity is crystalline and highly compacted. In their relation to the construal of experience, each one makes reality look like itself.

In any assessment of complexity, such as in the context of evaluating teaching materials, there will always be the issue that complexity takes different forms. Density and intricacy are one illustration of this. But the complexity will be relative to the context, which includes the nature of the discourse and its place in the wider semiotic process. Formulations such as "passive is more complex than active", or "longer sentences are more difficult to process than short ones", are without any value, and not to be taken seriously -- it is easy to find contexts where the opposite is the case. A "difficult" text is one that is complex in the wrong way, unrelated to what the situation demands; or, perhaps, addressed to the wrong audience -- such as the wrong age group (cf. the next section).[9]

## 5. The ontogenesis of complexity

How does the human brain develop to support this construction of complexity? We do not know how the brain evolved, in the species; but we can track its development in the history of the individual child, insofar as concerns the brain's ability to mean (for more detail see Painter, this volume).

The infant's protolanguage is not a referential system. Reference comes in as the beginning of the child's move into the mother tongue into "language" in its usual sense). It begins with "proper" individualized) naming, and then develops from "proper" to include "common" naming (reference to classes, typically in the first part of the

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[9]Ibid;p.76

second year of life). This is the first step in a three-stage progression in the modes of reference, which we can summarize as follows:

1. Generalization (Proper → common)       1 – 4 years approx
2. Abstractness (Concrete → abstract)       5 – 10 years approx
3. Metaphor (Congruent → metaphorical)   10 - adulthood[10]

Complexity in language is probably happened both in spoken and written. But in this research the researcher only concern in the written form. While the complexity in the written form has a correlation with the sentence types.

### D. Sentence Types

Based on MarjolinVespoor's theory Sentence may have different degrees of complexity[11]. They may consist of one or more main clauses or they may consist of one more main clause with one or more dependent clauses. They are called simple, compound, complex or compound-complex sentence, depending on the types of clauses they contain. Each type is explained in detail below.

### 1. Simple Sentence

A simple sentence consists of one main clause only. However, this does not mean that the sentence has to be very short.

<div align="center">

S                P              A

The waitresses     are basking       in the sun

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[10]Ibid;p.77

[11] Marjolin Vespoor. *English Sentence Analysis*, Amsterdam, John Benjamins Publishing Company, p.35

2. **Compound Sentence**

A compound sentence consists of two or more main clauses. The sentence *whales cannot breathe under water for they have lungs instead of gills* is an example of a compound sentence because both clauses are independent and may stand on their own. The connecting word *for*, which expresses reason, connects these two clauses and expresses what these two situation have to do with each other,

One feature of a compound sentence is that the clauses have a fixed order, so they cannot be moved without changing their meaning. Note how turning the clause around results in a semantically anomalus sentence, marked with a question mark in front of the sentence.

3. **Complex Sentence**

A complex sentence is a sentence that contains at least one full dependent clause with its own subject and predicate. A dependent clause is a clause that start with a subordinator, a word like *because, although, if, who, where, when, that* and so on.

The difference between a compound and complex sentence is that a compound sentence, both parts are really just simple, independent sentence. In a complex sentence, the dependent clause cannot stand on its own and function as a constituent (subject, object, adverbial or attribute) of the main clause, or in some cases it is only a part of another sentence constituent. There are three different types of dependent clause.

The first kind of dependent clause functions as adverbial. In the sentence below the first clause can stand on its own, but the second one cannot because it starts with the connecting word *because.*

Sentence

| Main Clause | Dependent clause functioning as adverbial |
|---|---|
| John is getting sick | **because** he got rained last night |

The second type of dependent clause is not a sentence constituent, but part of a sentence constituent. It modifies one particular noun. For example, the next sentence consists of one main clause and a dependent clause.

Sentence

| Main clause | | |
|---|---|---|
| | Dependent clause functioning as modifier of a noun | |
| A motorcycle, | **which** you give to me, | is very beautiful |

The third type of dependent clause function as subject, object, or subject attribute of a sentence, and since these are necessary parts of a sentence, there is no complete main clause left when they are left off. One way to tell if the dependent clause functions as subject or object or object is to replace the whole clause with the word it.

| Sentence | | |
|---|---|---|
| Main Clause | | |
| Dependent clause 1 function as subject | | Dependent clause 2 function as subject attribute |
| **What** is surprising | Is | **that** whales cannot breathe under water |

## 4. Compound-Complex Sentence

It is also possible to have a compound-complex sentence with complex parts, or a complex sentence with compound parts. We will call both types compound-complex sentences. The following example of a compound-complex sentence has two complete main clauses connected by the coordinate conjunction *and.* Each of these has a dependent clause.

| Main clause | | |
|---|---|---|
| | Dependent Clause | |
| A tone is | **What** you hear in music, | |
| And | | |
| Main Clause | | |
| | Dependent Clause | |
| A note is a symbol | **that** you write down | for a tone |

In applying those two theory, complexity in language and sentence types, the researcher decides to choose the social media as the object of the study. As the complexity is probably happened in the social media.

## E. Social Media

Based on Merriam Webster online dictionary, social media defines as forms of electronic communication (as websites for social networking and

microblogging), through which users create online, communities to share information, ideas, personal message and other content (as video)[12]. While Oxford online dictionary defines social media as websites and application that enable users to create content or to participate in social networking.[13]

There are so many social media that used by people to communicate with others nowadays. One of the most popular social media is twitter. Twitter has a unique characteristic that made it different from other social media that is the writer has a limitation character in writing a message. That is one hundred and forty characters. And it what makes the twitter interesting to be the objective of the study.

## F. Twitter

Twitter is the social media network based on 140-character micro-blog posts. Users post short updates that can be seen by anyone, even if they are not logged into the site. Posts can only include text and links; any multimedia content (photos, video, audio) must be linked to. The people who follow you will see your updates in their timeline when they log in. Unlike with Facebook, you do not have to confirm or reciprocate the follower connection, meaning people can follow your updates without you have to see theirs.

### 1. DM/Direct Message

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[12]www.marriam-webster.com/dictionary/social20%media
[13]www.oxforddictionaries.com/definition/english/social-media

A private note between two users on Twitter. The person receiving the message must follow the person sending it and the message is bound by the 140-character limit.

2. **Follow**

The act of connecting with someone on Twitter. People who have elected to follow you will see your tweets in their timeline. You are not obligated to follow people back and you have the ability to block followers (usually used only for spammers) from seeing your posts.

3. **Following**

Electing to see someone's tweets in your own timeline. Follow people and companies that you're interested in hearing from.

4. **Handle**

Your Twitter username is referred to as your handle, and is identified with the @ symbol. For example, Constant Contact's handle is @constantcontact. The @ is used to refer to a specific person and link to that account on Twitter within a tweet. If you want to reference Constant Contact within a tweet, you would use our handle in your post. (Advanced tip: When you use an @ reference as the first word in a tweet, only those of your followers who follow you and the user you're referencing will see the tweet. If you want all of your followers to see a Tweet that references another user, use another word prior to the @ reference.)

5. **Hashtag**

   Words preceded by a # sign (i.e., #ctctsocial) can be used to tie various tweets together and relate them to a topic, be it a conference, TV show, sporting event, or any happening or trend of your choosing. Twitter automatically links all hashtags so users can search for other tweets using the same tag.

6. **Lists**

   A way to combine select people you follow on Twitter into a smaller feed. A list can be made up of friends, competitors, people in the same state: anything you want. Lists let you view a slice of your followers at a time and are a great way to focus on specific folks when you're following a large number of people.

7. **Photo sites**

   In order to share photos on Twitter, you have to upload them somewhere and link to them. Sites like twitpic.com, tweetphoto.com, and yfrog.com are all popular for quickly uploading and sharing pictures on Twitter. You can use the links to these photos on sites other than Twitter.

8. **RT/Retweet**

   This is the Twitter equivalent of forward-to-a-friend. When someone posts something you find interesting, you can retweet it and share it with all the people who follow you.

## 9. Search

Since the majority of tweets are public, you can use Twitter's search feature to look for tweets containing a keyword or phrase. The search results will update in real time with any new tweets that contain the word or phrase searched on.

## 10. Timeline

The chronological listing of all tweets in a given feed, be it your own, in a list, or another user's.

## 11. Trending Topics

Along the right side of the main web interface, Twitter lists 10 topics that are "hot" on Twitter at the given moment based on certain algorithms. You can see trending topics for all of Twitter or for certain geographic areas. Beware: trending topics are sometimes gamed by people trying to promote pop culture references that aren't truly trending topics. And some businesses now pay for their product to be a trending topic (Disney was one of the first, for Toy Story 3.)

## 12. Tweet

Something which is post or written in the twitter

## 13. Unfollow

By unfollowing someone, you no longer receive their updates in your own timeline[14].

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[14]http://www.constantcontact.com/learning-center/glossary/social-media/index.jsp#Twitter

The user of twitter is getting more and more nowadays. Not only the teenagers that use this social media, but also the adults even the children do. Gede Prama is one on the people who uses Twitter. His tweets are interesting to be analyzed as he is a motivator.

## G. Gede Prama

Gede Prama is a Balinese. He is one of ten Indonesian great motivators nowadays. Because of his intelligence he ever got a scholarship in Lancaster University in England and Fontainebleau University in France. He ever worked in one company in Japan and on his age which still 38 years old at that time he lead that company which had thousand employee. Because of his diligence as the consultant ever put him as a management consultant in RCTI and blue bird company. He also ever became a conversant in some forums such as World Bank, Unilever Global, IBM, Microsoft, Citibank, etc.

Gede Prama is also a writer. He has written many books since 1997, thousand article, his writing has been spread on radio, television and internet. He also become writer in kompas newspaper and Info Bank magazine. His recent books are *Simfoni di DalamDiri: Mengolah Kemarahan Menjadi Keteduhan (2009), Sadness, Happiness, Blissfulness: Transforming Suffering Into The Ultimate Healing (2009), and Pencerahan Dalam Perjalanan: Jalan-jalan Kesembuhan, Kedamaian, Keheningan (2010).*

## H. Previous Study

Several students on other university had done the research about language style in other field, for instance Agus Kholiyul Umam, - student of UIN Malang- (2007). He analyzed the language style used by the members of Pondok Pesantren Darul Abidin in Pare Kediri. He found that there are three classification of the language style used among the members of Darul Abidin, the teachers and the functionaries, they are formal style, informal style and colloquial style.

In addition, Maidah (2009) analyzed language style used by Oprah Winfrey in Oprah Winfrey Show. She found that there are three of language style used by Oprah in broadcasting the show. They are formal, informal and colloquial style. While Zhara (2006), she focused on language style used by bloggers in the blogosphere according to Gleason's theory. The result of her study shows that there are five style of language style, they are: consultative, casual, deliberative, oratorical and intimate style

This study concerns with one part of complexity in language that is nominal and clausal style which will be correlated with the sentence types for finding the pattern of these two styles, nominal and clausal,. The writer choose the social media especially the twitter which limited to the twitter account of Gede Prama as her object of study. The reason why the researcher choose Gede Prama's tweet as her object is as Gede Prama is a motivator which write the motivations on his tweets but how can he manage his sentence to write maximally one hundred and forty characters and to make the reader understand from what he writes.